SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC)

A quick guide to promoting SMSC across the curriculum

BISHOP STOPFORD'S SCHOOL ENFIELD

ENGLISH

English contributes to student's SMSC development

Spiritual

Students are encouraged to reflect on their own beliefs as well as the beliefs of others whilst reading a wide range of fiction and non-fiction texts from different cultures and backgrounds. Through the study of English at Key Stages 3, 4 and 5, students are given an insight into human behaviour through the characters that writers create and the experiences these characters face. Students are encouraged to empathise with characters and compare these to their own experiences. Students are encouraged to respect the ideas of others within the classroom and in the texts that we study.

Moral

Through discussion and written work students are encouraged to reflect on morality and ethical questions. Students debate consequences of actions and behaviour and apply this understanding to their own lives. Texts are selected carefully to ensure that the themes explored are appropriate for the level of the students. Students are given opportunities to write to persuade and argue which allows them to explore and form opinions on a range of social and political issues.

Social

English teachers use varied grouping methods in lessons (small groups, whole class, pair work) to enable the students to develop their social interaction skills. Students are encouraged to respect the ideas of others within the classroom and in the texts that we study.

Cultural

Students across all three Key Stages are exposed to a wide range of fiction and non-fiction texts which allow students to explore a plethora of cultures, religions, ethnicities and socio-economic groups. Students are taught texts written by authors of varied backgrounds, age and gender and are encouraged to seek and celebrate areas of commonality between texts and themselves. .

MATHEMATICS

The mathematics department supports the development of SMSC not only through specific topics in the curriculum but also how we teach and conduct ourselves as professionals. The development of critical thinking skills enables students to analyse, evaluate and reflect on their solutions. In order to develop perseverance in our students we encourage the growth of a positive mind set when learning to cope with new mathematical problems.

Spiritual

The study of mathematics enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. We aim to give all students an appreciation of the richness and power of maths. We are sensitive to students' individual needs, backgrounds and experience. Students read the Pupil Prayer at the start of every lesson.

Maths in Nature is embedded in Sequences in particular the Fibonacci sequence which is evident in nature all around us and symmetry in snowflakes in Key Stage 3.

Moral

The moral development of the students is evident in the curriculum where students are able to apply skills required to solve various problems. They understand how decisions are made dependent upon the outcomes of these problems. They understand that there are different consequences and outcomes based on the choices that they make. The logical aspect of this relates strongly to the right/wrong responses in maths.

Students in Year 8 take part in the UKMT Maths challenge. Students are encouraged to analyse data and consider the implications of misleading or biased statistical calculations. Percentage work across Key Stage 3 and 4 is linked to current financial topics such as loans, interest, debts and investment returns.

How Mathematic's contributes to student's SMSC development

Social

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. In the department, we encourage collaborative learning in the classroom in the form of listening and learning from each other as well as paired discussion and working partners through Think, Pair and Share. By working together and supporting each other, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become much more independent and very supportive of each other.

Cultural

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. In the Mathematics department, we encourage the students to appreciate the wealth of mathematics in all cultures throughout history alongside the realisation that many topics we still learn today have travelled across the world and are used internationally. Students recognise that mathematicians from many cultures have contributed to the development of modern-day mathematics. Introduction to topics such as Pythagoras' Theorem from Greece and exploring where Trigonometry was first used, often leads to discussions in class. Students learn the important life skills of using exchange rates for foreign travel. We explore the Mathematics applied in different cultures such as Rangoli patterns and Islamic geometric patterns while teaching symmetry, reflection and tessellations.
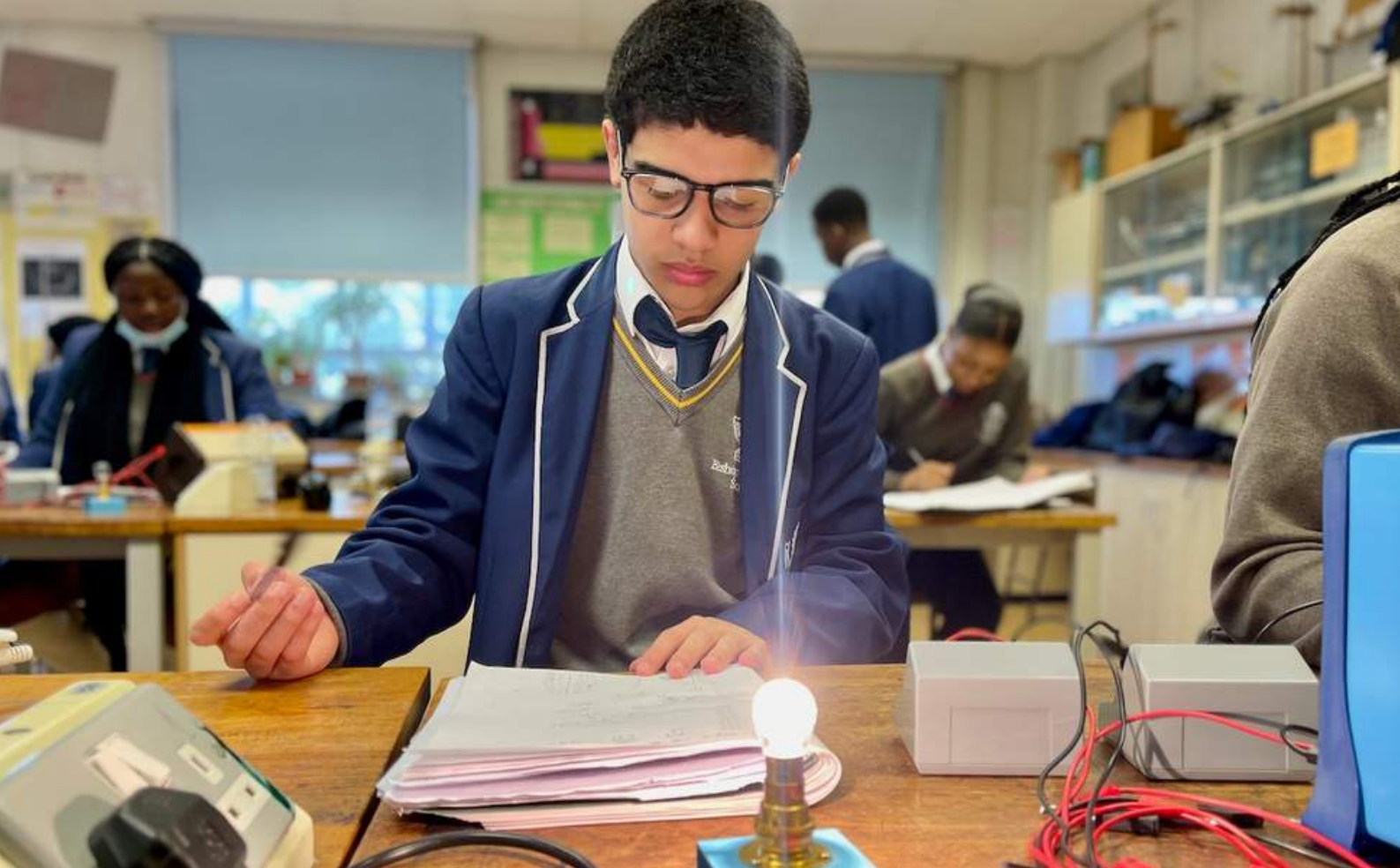
SCIENCE

Science addresses SMSC throughout the topics of

Social

- Science is changing our society. The life expectancy is getting larger, people are driving more efficient cars, and more and more people are putting solar panels on their
- rooftops.
- Reproduction (KS3)
- Vaccines (KS3 / 4)
- IVF / Fertility (KS3 / 4)
- Keeping Healthy (KS3 / 4)
- Growing Up (KS3)
- Group Work, Discussion,
- Collaboration, Listening, How
- Science Works (KS3 / 4)

Moral

- Moral development is a vital part of any scientist's development. Students will need to develop a good understanding of it to firstly pass exams which always comprise of ethical questions but more importantly to
- become a good rounded scientist.
- Behaviour / Courtship (KS3)
- Bacterial Cultures (KS3 / 4)
- Investigations using plants /
- animals(KS3 / 4)
- Stopping Distances (KS4)
- Genetic Engineering (KS4)
- Cloning (KS3 / 4)
- Energy Efficiency (KS3 / 4)
- Drug Testing (KS3 / 4)

Spiritual

- Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward.
- IVF / Fertility (KS3 / 4)
- Genetic Engineering (KS4)
- Cloning (KS3 / 4)
- Solar System (KS3)
- Lab Safety (KS3 / 4)
- Evolution (KS3 / 4)
- Reproduction (KS3 / 4)
- Creation of the Universe (KS4)

Cultural

- It is important to understand how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas. This will also be vital
- into the future as we need to monitor the impact of quickly developing cultures around the world on our environment.
- Reproduction (KS3)
- IVF / Fertility (KS3 / 4)
- Space Race (KS3)
- Father of Genetics (KS3 / 4)
- Splitting of the Atom (KS4)
- Other historical scientific
- figures (KS3 / 4)
- How Science Works (KS3 / 4)
- Dissection (KS4)
- Organ Systems (KS3 / 4)

RELIGIOUS STUDIES

Religious Studies contributes to student's SMSC development by:

Spiritual

- Considering life's fundamental questions and how religious teachings can relate to them.
- Exploring and Responding to such questions with reference to teaching and practices of religions, and from their own experience and view point.
- Reflecting and expressing their own beliefs, values and principles in life of what they are studying in RE.

Moral

- Exploring the ways of life and application of codes of conduct of believers.
- Recognising and reflecting on the difference between right and wrong, good and evil.
- Developing knowledge and understanding of why people behave in particular ways, why people adopt certain moral standpoints, and how moral decisions are made.
- Reflecting on why they choose to behave in one way or another.

Social Development

- Working in a range of groups.
- Developing understanding of the need to live harmoniously in a plural society.
- Reflecting on social issues and religious responses.

Cultural Development

- Learning about and Value the richness of cultural traditions.
- Experiencing music, sacred text, festivals and artistic expression from around the world .
- Challenging racism and xenophobia.
- See the worth of themselves, their family, religion and culture.

GEOGRAPHY

Geography contributes to student's SMSC development by:

Geography focuses on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In Human geography lessons students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Students are encouraged to discuss and debate controversy outside the classroom. We encourage young people to enquire, consider and question in lessons and beyond.

Spiritual development

In Geography, we encourage spiritual development through providing opportunities for students to reflect upon the landscapes and environments we study within lessons. We encourage geographers to be curious about the world in which we live and to ask questions about future events. Recently in Year 8, students have been looking at the recent outbreak of tornadoes in the southern United States and discussed how it affects the world in which we live. GCSE students questioned the likelihood of impacts such as global temperature change and how we would have to adapt our lives to survive, especially as our demand for resources is ever growing and changing. A sense of the scale of different locations is constantly referred to in Geography lessons but also when on site during fieldwork. Year 11 students recently visited the New Forest to assess the impact of tourism on the National Park. Students were impressed with and engaged by the beauty of the physical and human environment in this area.

Moral development

Moral questions in Geography help to form a key part of Geographical Issues that are present within the world today for example should deforestation be allowed in a rainforest? Population is a key area of discussion for Geography. GCSE Geography students study China's attempts to reduce their population growth through the use of the one child policy. Students discuss the successes of this, but also question whether it is morally correct and how they would feel if they were forced to live under its rules.

Social development

In Geography we see it as important that students understand the issues faced by people in different parts of the world and develop an opinion towards them. Year 9 have recently looked at how the people in parts of Africa and Asia face tougher working and living conditions as a consequence of decisions made in more economically developed countries. Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis such as the need to create a sustainable society. In year 10, students research how our living spaces in urban areas need to be sustainable in the future to cope with population changes in these areas they also study investigate how other cities are coping with challenges they are faced with.

Cultural development

Understanding different cultures is a key part of Geography. At GCSE and in Year 8 Geography, students explore the concept of migration. Lessons are spent discovering why people migrate and why this is necessary for refugees. The topics help to give students a greater awareness of such a current issue

Furthermore, the most essential component of Geography is place knowledge. By understanding the features and characteristics their local area, students understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures students are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

HISTORY

**History contributes to
student's SMSC development by:**

SPIRITUAL
- Students are encouraged to develop their understanding of the religious and spiritual beliefs of different societies and their customs in the context of history.
- Students learn about how important those beliefs are to different people and how they have impacted on developments in history.
- They study the importance of different beliefs and how they have helped shape society today.
- They learn about persecution and the importance of tolerance and in doing so have the opportunity to challenge, discuss and share their opinions.

MORAL
- Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures and various situations in history.
- They learn about the different cultures, laws and the values of the people in those societies and learn to develop the ability to understand and empathise with decisions made in the past.
- Students are encouraged to view different moral judgements from a historical point of view and analyse sources of evidence to measure and challenge interpretations.

SOCIAL
- Students work collaboratively to consider what past societies and other cultures have contributed to society and culture.
- History also provides students with opportunities to express themselves and communicate their ideas and develop their social interaction skills.
- Respecting others and their ideas and questions is at the core of what we do in history.

CULTURAL
- Students are encouraged to develop a better understanding of people from different cultural backgrounds and their own backgrounds.
- We encourage students to understand that 'To know their history is to know where they are coming from'
- They are encouraged to develop an appreciation of our multi-cultural society through the prism of history and the episodes that have shaped our society and culture today.
- These are regularly explored as are the causes and consequences of cultural conflict and prejudice that have existed in history.

FRENCH

**French contributes
to student's SMSC development by:**

French and other MFL contribute to the children's SMSC development with Spiritual, Moral, Social and Cultural education is a natural focus of Languages. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language is central to our curriculum. In MFL, we give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.

SMSC is not confined to the Languages classroom – we hope that the study of Languages will positively affect our students' lives and their understanding of the world around them. Cultural development: Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Students are encouraged to reflect aspects of their own and other cultural environments. Students are given opportunities to: work with authentic materials from countries where French is spoken; communicate with native speakers; participate in visits abroad; consider their own culture and compare it with the cultures of the countries where the target language is spoken; recognise cultural attitudes as expressed in language and learn the use of social conventions; identify with the experiences and perspectives of people of these countries.

Cultural
In Languages we enhance students cultural awareness through: Looking at cultural festivals for example, Christmas and seeing how these are celebrated in different countries as well as looking at festivals such as '4 juillet, Independence Day'
• Aiming to breakdown stereotypes and looking at the similarities as well as the differences between countries and cultures
• Allowing students to develop an appreciation of theatre, music, art and literature by listening to French music and watching French and films.
• Encouraging student involvement in debates and discussions on healthy lifestyles, environmental issues, marriage/divorce, single parent families, poverty and charitable organisations. Students also discuss cultural differences between countries

Social
The social element of language learning comes both from learning about other societies and learning together in the classroom. Students learn how to show humility when working in groups and compassion when doing Peer Assessment. Students work to help each other learn and complete tasks such as dialogues. From year 7 onwards, students are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect which helps develop self-confidence and the ability to work collaboratively. Students have regular opportunities to develop their communication and listening skills, working in different groupings and the subject teacher ensures that all contributions are valued and respected. Across both key stages students work collaboratively building their teamwork and cooperative skills and ability to problem solve with others.

Moral
Moral education in Languages concerns students using the resource of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life including moral development and students are able to consider other peoples' responses to moral issues. Students study a unit on Healthy Living and Exercise. As they progress through the curriculum, students consider points of view on topics such as family life. Students are encouraged to dismiss stereotypes and reflect more on what brings people together rather than separating them. Languages are shown to be a way of understanding and respecting others.

Spiritual
Students are given the chance to learn the number of different and similar ways that people have developed to express themselves and their ideas. Students have some opportunity to reflect on religious beliefs and practices in different countries when studying the topic of "Leisure, Celebrations and Festivals", many of which are religious or religious in origin. Examples studied would include "Christmas" and "Eid". Course content at both KS3 and KS4 encourages pupils to reflect on aspects of their lives, and on the universality of human experience, particularly with reference to teenagers. We also aim to include an element of 'awe and wonder' through sharing amazing facts about language and its construction.

PHYSICAL EDUCATION

Physical Education contributes to student's SMSC development by:

• Activities involving co-operation, teamwork, competition, rules, self discipline and fair play;
• Exploring the sports and traditions of a variety of cultures. • Individual activities that provide the opportunity for self-reflection.

Students are taught in the new specification about sportsmanship and gamesmanship modelling the type of behaviours that should and could not be shown in sport. This is done through their GCSE theory lessons in more depth but are an active part of teaching and learning throughout KS3 and extra curricula.
PE teachers use varied grouping methods in lessons (small groups, whole class, pair work) to enable the students to develop their social interaction skills.

Students are encouraged to respect the different levels at which others are working, particularly in a practical context, and encouraged to coach and guide others to make progress. Students are taught the benefits that exercise and physical activity has on people's social health as well as physical and emotional. Benefits such as making new friends, development of cooperation and team work are some aspects that students need to learn.

Students are taught about various cultural and economic influences where various cultures and ethnicities, ages and genders can influence others to take part in sport. Students are taught not to be discriminative, but naturally those who have experiences of different cultural influences, may be drawn to be interested in participation through particular forms of exercise and sporting activities

Spiritual
• KS3: Student curriculum focus on 'Healthy body & Healthy Mind' streamlined through our all activities
• KS3/4: Students encouraged to participate in every activity and discover their talents whilst also 'Finding time for Reflection' in their weekly routine
• KS3/4 Warm up/cool down to include time to understand the positive impact of participation and use of correct breathing techniques to focus and relax

Moral
•Every student gets exactly the same high quality opportunities in sports regardless of age, disability, age or gender. From lessons, recreational fun to competitive events every child is included and valued.
• KS3: Values of sport and competition embedded throughout every aspect of the lesson
• All students to experience a range of sporting opportunities across invasion team sports, net games, striking games and athletics and to apply the correct National Governing Body

Social
• KS3: Focus On 'Sports Commitment' Awards x2 per class per activity – this is designed to reward student that display the key principles
• KS3/4: Student Leadership Academy – the recruitment and training of leaders in Sport to deliver lower school activities within school. Students to lead primary school sports events. Students lead and officiate at extra-curricular clubs.
•The concept of health and hygiene as part of the learning journey for all students. Bringing kit and suitable products to deodorise is delicately embedded into the class as required
• Long term plans are for student to be offered the opportunity to participate in Outdoor Adventurous Activities starting with in-school orienteering. rules and regulations

.**Cultural**
• Creating opportunities for shared leadership is paramount to every practical activity – the skills required and encouraged and developed across KS3/4 lessons•The concept of Sport as a global way of uniting people and communities is woven into SOL in all activities.
• Using language as a opportunity to enrich lessons, e.g. using foreign language for counting when stretching
• Enrichment activities in Dance explored the mixed cultural themes of the school community – this project runs annually
• Use of displays to represent the community within the school as well as under-represented people in sport
• Major sporting events are acknowledge and learning coincides with these where appropriate. The department works with cross-curricular links in relation to these, e.g. Geography/politics and the Olympics.

CREATIVE MEDIA PRODUCTION

Creative Media Production contributes to student's SMSC development by:

Spiritual
- Students use their imagination and creativity to explore different faiths and values.
- Practical work requires the skill of reflection which allows students to consider how their work is perceived by others. It also allows and encourages them to learn about themselves and others around them.

Moral
- Students explore the ethics of media which allows them to understand and appreciate the viewpoints of others.

Social
- Students must work in selected teams, and practical work is student lead. Mutual respect is very much needed, along with tolerance, so that they can participate fully in the practical work.

Cultural
- Texts explored encourages an appreciation of the wide range of cultural influences that have shaped heritage and social constructs. Students must explore and respond positively to artistic, musical, and cultural opportunities.

MUSIC

Music contributes to student's SMSC development by:

Spirtual
- Our music curriculum is creative focussed, students are continually challenged to reflect on self and develop works with stimuli that encourage imagination and esotericism.
- Through listening to a while range of music they are encouraged to explore to mood.
- There is strong emphasis on performance and exploring students love of music.
- Students are encouraged to take up an instrument of choice and attend the wide range of extra-curriculum opportunities.

Moral
- Students are taught how to respect equipment and follow classroom routines and build musicianship group skills.

Social
- Social development is intrinsic to the practical approaches.
- Cultural study and expression are implemented fluently into the classroom both through the planning of specific study and through the ensuing discussion and input of the students.
- Students get the opportunities to take part on a wide range of extra-curriculum ensembles and lunch time practice opportunities.
- Students give back to the local community through a wide range of events for example - Christmas carol singing and primary school work shops.

Cultural
- Cultural capital is expanded though cultural and historic context of a wide range of musical genres such as Gamlan, blues, reggae, pop/rock, classical.
- It is also expanded though active involvement in cultural workshops.

DRAMA

Drama contributes to student's SMSC development by:

Spiritual
Students constantly explore the spiritual aspects of a character and themes and discuss their beliefs. In all of the schemes mentioned here, Spirituality is part of this scheme of work. Drama's basic fundamentals are deconstructing how people act and think; therefore, Spirituality is fundamental to our work in Drama.
Through the schemes of work, students look at how people with disability can access the arts; students also look at how it takes many different people and visions to create a piece of theatre; my voice and making it heard are our opinions, our own; basic principles within Drama that enable the growth of understanding, confidence in self and empathy, Looking at how you have to understand from a character's point of view to become the character. Therefore discussion and trial are used in every lesson to enable understanding.

Moral

During all schemes of work, there is a moral element, looking at history and challenging our beliefs, and the fundamentals of every drama lesson are respect, kindness, support and understanding. Learning to respect not only the stories we are telling but also each other and our environment.

Social

Students are learning how to use transferrable skills concerning working with each other. These include life skills that can be used in everyday life, verbal reasoning, voice and body language and how to get it right. Topical issues – what would you do? Liberty, respect and tolerance underpin every drama lesson, as it is only with this that students feel safe enough to perform, share ideas, listen to ideas and create.

Cultural

Cultural exploration is essential in Drama to be able to understand the character's back story; not only is this explored in the lessons but with the trips that we run; these trips raise cultural understanding and cultural capital, and trips are available to all students ranging from Frozen to Gone too far, trips that sometimes are just for enjoyment and at other points are for analysis and evaluation purposes as an informed audience member who will then feed into their GCSE's and A Levels.
All of the areas above are underpinned in every area of Drama and, indeed, every lesson; this is why it is a subject that is fundamental to a young person's growth, not only as a person but as a member of society.

SOCIOLOGY

**Sociology contributes to
student's SMSC development by:**

Examples of good practice:
- Knowledge of possible ethical conflicts in research
- Examples of good practice
- Knowledge of BSS guidelines.
- Explaining criminal activity by looking at the role of the criminal justice system.

Spiritual
The focus of Sociology is thinking about various aspects of human society and the social institutions that make up society. Students are encouraged to debate the various aspects of contemporary society, considering all viewpoints.
One unit of A Level Sociology is 'Beliefs' and looks at how beliefs can impact on social change or stability.

Examples of good practice:
- Studying the features of church organisations, denomination, cult and sects across cultures
- Creating questionnaires to investigate the impact of beliefs and ideology on the individual.
- Exploring and debating the impact of globalisation of belief systems.
- Assessing the extent and growth of secularisation and its link to fundamentalism.

Moral
Ethical issues within sociological research is an A level and GCSE syllabus topic in itself.
Students must be familiar with ethical guidelines for research as issued by the British Sociological Society and put these into practice during project work. The unit 'Crime and Deviance' provides an in-depth coverage of the UK penal system and the impact of crime on victims. This provides plenty of time for discussion of crime in general and the criminal justice system

Social
The nature of the subject encourages appreciation of different viewpoints. Students are encouraged to work together to solve problems and to work as part of a team. The A Level and GCSE syllabus topic of 'Crime and Deviance' involves in depth study of the British legal system.

Examples of good practice:
- Use national statistical data to look at both national and local crime rates.
- Describe the workings of the legal system.

Cultural
Many of the topics covered within the syllabus explore cultural differences.
Examples of good practice:
• Explore and debate
cultural differences in families and households Differences in educational achievement – cultural, gender, class
• Using statistics to explore cultural differences in criminal activity.
• Explaining criminal activity by looking at the role of the criminal justice system.

ART

Art contributes to student's SMSC development by:

Spiritual Development:
Art lessons help students to connect with their spirituality through self-expression, creativity, and exploration. Students learn to express their emotions, beliefs, and values through their artwork, which can help them to develop a sense of identity and purpose. Art can also inspire students to think deeply about the world and their place in it, encouraging them to reflect on their experiences and beliefs.

Moral Development:
Art lessons help students to develop their moral compass by exploring ethical and moral issues through their artwork. For example, students create artwork in Y9 that challenges whether or not street art is vandalism or art. This can help students to develop empathy, compassion, and a sense of responsibility for others.

Social Development:
Art lessons provide opportunities for students to work collaboratively with their peers, promoting teamwork and social skills. Students can work on group projects, giving and receiving feedback on their artwork, and learn to appreciate and respect different perspectives and opinions. Art can also help students to develop communication and presentation skills, which are essential for success in many areas of life.

Cultural Development:
Art lessons help students to understand and appreciate different cultures and traditions. By studying different artists and art movements from around the world, students learn about the history and culture of different societies such as the Y7 study of Corey Barksdale a black American, modern artist who takes inspiration from traditional African art and music. They can also explore their own cultural heritage and identity through their artwork, which can promote a sense of belonging and cultural pride.

DT - ENGINEERING & FOOD TECHNOLOGY

DT. (Engineering and Food Technology) lessons make a particular contribution to children's SMSC development through:

Spiritual Development:
D&T encourages creativity, imagination and problem solving which can help to foster a sense of spiritual development in students. Through the design process, students can explore their own ideas and beliefs about the world, and develop a greater understanding of themselves and their place within it.

Moral Development:
D&T can help students to develop a strong sense of morality by encouraging ethical thinking and behaviour. This can include considerations such as sustainability, fairness, and health and safety. Through D&T projects, students can learn to make responsible choices and to consider the impact of their actions on others and the wider world.

Social Development:
D&T projects often involve teamwork and collaboration, which can support social development. Students may work in groups to develop and create products, learning to communicate effectively, share ideas, and listen to others. D&T also provides opportunities for students to engage with the wider community through projects that address real-world problems or involve local businesses or organisations.

Cultural Development:
D&T can encourage students to engage with diverse cultural perspectives and design traditions, such as indigenous or traditional crafts. Through exposure to different cultures, students can develop a greater understanding and appreciation of diversity, and learn to recognise the value of different cultural perspectives.

ENTERPRISE

Enterprise contributes to student's SMSC development by:

Spiritual
Enterprise incorporates spiritual development by requiring students to consider their skills/characteristics and those in charge of running micro up to large Multinational Corporations. Students are also required to showcase their creativity and harness their imagination by creating and presenting their micro-enterprise before reflecting on the idea's viability and forming judgements to review the success of the potential idea.

Moral development
In Enterprise/Business, the students will cover a variety of laws and legislation regarding anti-discrimination and understand the consequences for Businesses that do not uphold these values and laws. The subject aims to highlight the importance of ethical practice while making students aware that acting within the law does not always mean acting ethically.

Social Development
Enterprise incorporates social development through a wide range of group work tasks. This allows students to interact with each other, share ideas and enhance both communication and listening skills.

Cultural development
Students are encouraged in Enterprise to consider a wide range of different businesses when compiling a case study catalogue. Many of these businesses are local, and many are owned or worked in by the parents of our students, many of whom come from various cultural backgrounds.

COMPUTER SCIENCE

**Computer Science contributes
to student's SMSC development by:**

Spiritual development
In CS, Students are taught to be accepting and respectful of others' points of view and personal opinions whilst being allowed to express their own throughout the curriculum. There are times when students are guided to discuss and evaluate contentious issues, such as using CS technologies to communicate ideas and how these can be exploited positively and negatively. Within various topics, students are required to challenge stereotypes, question their own beliefs and actively listen to others. Students are encouraged to be responsible digital citizens throughout their learning and learn how to identify undesirable behaviours of others, such as cyberbullying, cyber addiction and engagement with illegal or morally ambiguous online communities.

Moral development
In CS, within the course, students are encouraged to critically evaluate moral issues about computer science technologies and their uses. Students can debate divisive issues within a class-wide or grouped task setting to be exposed to multiple points of view regarding moral issues. Key themes are explored, such as an institution's moral duty to keep private information about its customers and staff safe, if students agree with digital surveillance by governments and if the work of hacking collectives to expose confidential data (such as the Panama Papers scandal) is right or wrong. Furthermore, students learn about multiple legal issues concerning Computer Science technologies and their importance.

Social development
In CS, How computer science technologies have impacted modern society is a reoccurring theme throughout the curriculum. In order to understand the need and desire for technological advancements and the reasons for their success, students are directed to explore how key areas of modern society operated before particular technologies were available such as the World Wide Web, online banking and easy access to social media and if the technological advancements have yielded positive or negative results. Students also develop their understanding of different methods of communication and how these have developed whilst ensuring they have up-to-date knowledge of emerging technologies and any associated risks in engaging with them. Within the learning environment, students are encouraged to work collaboratively while developing key practical skills, share research findings, and peer assess each other's work to highlight strengths and areas of development.

Cultural development
In CS, Various cultural factors are explored within the curriculum. The digital divide is a significant discussion area and allows students to broaden their horizons regarding digital inequality within local, national and international settings. The way that computer science technologies shape how many people live their lives and the concept of total digital reliance in the first world is explored in depth to assess the importance of key technologies and their roles. Digital youth culture is also explored in detail, identifying how a student would identify their "digital self" and how many young people can find a sense of belonging within the online world that they may struggle with elsewhere.